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ABSTRACT

This annotated bibliography contains 28 references on the ways writing can be used in the study of literature and ways in which literature can be utilized to foster invention in students' writing. The bibliography contains citations from the period between 1982 to 1989 and is divided into three sections. The first section includes strategies, techniques, exercises, activities, and ideas for integrating literature into the writing process. The second section cites two sources for combining the use of computers with writing and literature. The last section examines two studies on extending literature into the writing curriculum. (MS)

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Writing and Literature

by Michael Shermis

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Writing can be used in many ways in the study of literature; equally, literature may be utilized to foster invention in students' writing. A search of the ERIC database produced the following citations on writing and literature, from the period 1982 to 1989. The first section includes strategies, techniques, exercises, activities, and ideas for integrating literature into the writing process. The second section cites two sources for combining the use of computers with writing and literature. The last section examines two studies on extending literature into the writing curriculum.

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Teaching Strategies

Ascher, Hope; and others. *American Literature: Performance Objectives and Classroom Activities.* Brevard County School Board, Cocoa, FL, 1983. 97p. [ED 255 913]

This guide is a sampler of ideas and activities based on 22 minimum objectives in speech, reading, writing, and research that have been identified for American literature study.

Askew, Lida. "The Gothic Route to Reading and Writing," *English Journal*, v72 n3 p102-03 Mar 1983.

Describes a unit in which gothic novels are first read and then used by students as models for the writing of an entire "gothic" novel of their own.

Bay, Lois Marie Zinke. "Astute Activities: Increasing Cognitive and Creative Development in the Language Arts Classroom." Paper presented at the Regional Spring Conference of the Colorado Language Arts Society, Colorado Springs, CO, 1987. 138p. [ED 295 156]

Using Mark Twain's "Huckleberry Finn," John Knowles' "A Separate Peace," and Maya Angelou's "I Know Why the Caged Bird Sings," a study examined the effects of Astute Activities—teaching techniques which increase students' cognitive ability and creativity—on student performance in two senior English classes in a small rural high school. Activities included mind mapping, brainstorming, creative writing exercises using characters from the novels, and discussions of various issues from the characters' perspectives. Finds that Astute Activities stimulated most students' thinking, increased their awareness of issues, increased the creativity of their work, both written and spoken, and matured their writing.

Carter, Dennis. "Gulliver in Demon," *Use of English*, v38 n1 p1-6 Fall 1986.

Describes how "Gulliver's Travels" was used with 11- and 12-year-olds to stimulate writing activities.

Collington, Mark. "Generating Sentences from Prescribed Conjunctions: An Exercise in Composition for the Classroom," *English Quarterly*, v16 n2 p55-58 Sum 1983.

Presents exercises combining sentence generation from prescribed conjunctions with analysis of literary characters.

Crosher, Judith. "From a Teacher's Notebook—19: Using 13 Types of Narrative," *Use of English*, v37 n1 p47-55 Fall 1985.

Explains how to involve students in a composition unit that requires them to complete writing assignments from various points of view.

Daily, Sandra. "A Novel Approach to Composition," *English Journal*, v71 n8 p26-28 Dec 1982.

Recommends using young adult literature to teach basic composition skills.

Edelman, Michael. *Teaching Literature, Grade 9: Integrating the Communication Arts. Poetry. Experimental.* Division of Curriculum and Instruction, 131 Livingston St., Room 613, New York City Board of Education, Brooklyn, NY, 1985. ($4.00) 89p. [ED 290 151; paper copy not available from EDRS]

Designed to demonstrate a variety of ways in which listening, speaking, reading, and writing activities can be built around the study of poetry, this collection of materials, lessons, and activities covers some of the most frequently taught poems in New York City ninth-grade classrooms.

Groth, Nancy; and others. "Enhancing Literature with Writing Assignments." Paper presented at the 5th Annual Meeting of the National Council of Teachers of English Spring Conference, 1986. 26p. [ED 276 034]

On the basis of a National Humanities project proposed by the English department of a St. Louis, Missouri high school, many different approaches to drawing students into writing about and understanding literature were developed. One of three such techniques is a sequence of writing-reading-writing that offers the possibility of both enhancing the success of writing with greater understanding and reading with a clearer focus. A second technique is the use of creative journal writing. Journal assignments before, during, and after reading can stimulate student in-

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terest in unit themes, anticipation of characters and plots in certain pieces of literature, and responses to literature in ways other than the traditional critical/analytical essay. A third technique is the use of writing for accountability in lieu of book reports or quizzes. Journal assignments can be structured to help teachers determine whether students have read their literature assignments and how well they comprehend the readings.

Hipple, Ted. "Writing and Literature," *English Journal*, v73 n2 p50-53 Feb 1984.

Proposes ways of blending the study of literature and the teaching of writing. Suggests assignments that involve writing or rewriting literature, writing about literature, and writing in response to literature.

Idea Exchange for English Teachers. National Council of Teachers of English, Urbana, IL, 1983. 198p. [ED 228 642]

Contains fresh, useful ideas for teaching English gathered at several annual conventions of the National Council of Teachers of English. Includes activities for talking and writing about literature.

Ideas Plus: A Collection of Practical Teaching Ideas. Book Two. National Council of Teachers of English, Urbana, IL, 1985. 64p. [ED 251 860]

Contributed by high school English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Activities are designed to stimulate an appreciation of classic and contemporary literature, and to suggest techniques for introducing literary works to students. Specific activities deal with sentence combining, comparing themes and characters in prose and poetry, transforming literature to a newspaper format, creating playscripts, and comparing ancient myths to modern versions.

Ideas Plus: A Collection of Practical Teaching Ideas. Book Six. National Council of Teachers of English, Urbana, IL, 1988. 66p. [ED 297 345]

Contributed by English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Teaching strategies offered in the first section of the booklet are designed to stimulate language exploration, with such activities as designing and carrying out independent research, using reading logs as motivators, passing along good news to parents, preparing oral book reports on "how to" books, and using comic strips and cartoons to teach many elements of language and literature. Activities in the second section are designed to stimulate an appreciation and understanding of literature. Specific activities in this section can be used to help students understand the distinction between plot and theme, focus their responses to a reading, link their own experiences to those of a protagonist, write poems in the voice of a particular character, understand and write character sketches, learn about Greek myths and monsters, and plan and carry out classroom protests. Activities in the third section, intended to help students improve the conception and clarity of their prose through prewriting and writing, include student self-evaluation and goal-setting, describing favorite assignments in a letter to parents, writing about world events that have touched their lives, and keeping track of multiple plot lines as they write their own interactive books.

Kaufmann, Felice A., ed. *Ideas Plus: A Collection of Practical Teaching Ideas*. Book Five. National Council of Teachers of English, Urbana, IL, 1987. 64p. [ED 284 292]

Contributed by high school English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Includes activities that are designed to stimulate an appreciation and understanding of classical and contemporary literature, and to suggest techniques for introducing literary works to students. Specific activities can be used to help students understand the importance of the oral history of Beowulf, predict what might happen next in a novel, analyze an author's style, compose letters based on Alexander Pope's "The Rape of the Lock," write an additional episode for H. G. Wells's time traveler, and develop conversations about a novel read out of class.

Olson, Gary A. "Invention and Writing about Literature," *Teaching English in the Two Year College*, v9 n1 p35-38 Fall 1982.

Describes a heuristic for writing about literature, especially drama and fiction. Questions from the heuristic cover character, plot, setting, and literary devices.

Otten, Nicholas; Stelmach, Marjorie. "Changing the Story That We All Know (Creative Reading/Creative Writing)," *English Journal*, v77 n6 p67-68 Oct 1988.

Describes a writing assignment in which students rewrite literary classics or fairy tales from a new perspective (i.e. making an originally minor character the protagonist, or putting the original story into a different century).

Queenan, Margaret. "To Understand a Magazine, Produce a Magazine," *Exercise Exchange*, v30 n2 p18-21 Spr 1985.

Presents steps for a writing class project in producing thematic magazines that parallel the writing and literature themes of the course.

Rivalland, Judith; Johnson, Terry. "Literary Lifeboat: An Environmental Approach to Writing Instruction," *Australian Journal of Reading*, v11 n1 p42-53 Mar 1988.

Presents an instructional unit, "Literary Lifeboat," a purposeful writing exercise in which students write character justifications for familiar stories.

Sears, Peter. "Write to the Heart of Literature," *Teachers and Writers Magazine*, v17 n1 p4-10 Sep-Oct 1985.

Suggests methods for improving the quality of essay exams when teaching literature.

Smagorinsky, Peter; and others. "Explorations: Introductory Activities for Literature and Composition, 7-12." ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL; National Council of Teachers of English, Urbana, IL, 1987. 55p. [ED 279 008]

Noting that teachers sometimes fail to draw on students' prior knowledge, this guide focuses on helping teachers both to think about the cognitive processes involved in learning and to design activities that provide students with a solid introduction to various learning tasks. The first section briefly discusses current theory and research in secondary literature and composition as they relate to learning processes. The second section includes a description of reading comprehension activities intended to spark students' interest while enhancing their understanding of various types of frequently taught literature. These activities include opinionnaires, scenario-based activities, studying cases, and role playing simulations.

Spicer, Andrew. "Beyond the Critical Essay: 'A' Level English as a Course in Writing," *Use of English*, v38 n3 p20-28 Sum 1987.

Notes that syllabus requirements for British secondary school literature courses tacitly create a course in writing as well. Presents ways in which this writing component can be implemented, without isolating it from the literature component.

Stahlschmidt, Agnes. "Teaching with Trade Books, K-8: Library Resource Materials for Teachers and Students." Paper presented at the Annual Spring Conference of the National Council of Teachers of English, 1989. 8p. [CS 221 778]

This annotated bibliography of library resource materials includes a section on integrating literature into the classroom.

Stewig, John Warren. "Children's Literature: An Impetus to Composition." Paper presented at the 20th Annual Meeting of the Texas Joint Council of Teachers of English, 1985. 19p. [ED 255 917]

Noting that too many children leave elementary school without developing the ability to use words imaginatively, this paper presents a teaching approach that uses literature to foster invention in children's writing. The approach described is part of a total composition program

that structures writing experiences in which children observe settings, people, and occurrences and then write about them. The paper first presents a rationale for reading literature aloud to children, then offers six writing techniques that children can explore subsequent to listening to literature read aloud: (1) story retelling, (2) writing alphabet books with a story line, (3) writing a story for a wordless picture book, (4) writing endings for unfinished stories read aloud, (5) writing stories with a plot structure parallel to a story read aloud, and (6) rewriting stories from a different point of view.

Watson, Dorothy J., ed. *Ideas and Insights: Language Arts in the Elementary School.* National Council of Teachers of English, Urbana, IL, 1987. 246p. [ED 287 173]

Intended to provide elementary school language arts teachers with new and interesting teaching activities, this book contains over 100 teacher-tested classroom activities that are based on the whole language approach to learning. One of the chapters discusses how literature points the way (including themes and organization, literature and experience, and extended literature). Includes a 15-page bibliography, which contains a section on extending literature and reading that leads to writing, and a list of teaching activities.

Using Computers

Schwartz, Helen J. "The Student as Producer and Consumer of Text: Computer Uses in English Studies," 1986. 14p. [ED 283 211]

Computer use in the English classroom has the potential to help students enjoy and integrate their learning of writing and reading of literature in new ways. This new relationship between the student and machine-readable text can be thought of in terms of Alvin Toffler's theory of the "prosumer," a person who uses Information Age technology to combine the role of producer and consumer. Computer use in English classrooms can integrate the study of literature and creative writing, reading skills and writing skills, giving the student a new "prosumer" role as both producer and consumer of text.

Shostak, Robert, ed. *Computers in Composition Instruction.* International Council for Computers in Education, 1787 Agate Street, Eugene, OR, 1984. ($6.00 prepaid; quantity discounts) 89p. [ED 240 702; paper copy not available from EDRS]

This volume consists of nine conference papers and journal articles concerned with microcomputer applications in the teaching of writing. A heuristic device that describes the computer as a tool for helping writers discover, arrange, and style ideas by means of interactive questioning strategies for writing about literature is described by Helen Schwartz in "But What Do I Write—Literary Analysis Made Easier."

Research

Hayes, Mary E., ed.; and others. *Teachers at Work: Articles from the Ohio Writing Project.* Miami University, Oxford, OH, 1983. 163p. [ED 232 209]

Prepared by classroom teachers, the papers in this collection synthesize teaching experiences with recent writing research revelations. Extending literature through writing in the elementary school classroom is one of the topics.

Stewig, John Warren. "Gifted Children Write from Literature," *Journal of Teaching Writing,* v6 n2 p211-20 Fall-Win 1987.

Presents specific implications of writing research for teachers who work with gifted youngsters in elementary school writing. Supports the use of derived plot patterns and changed point of view as two types of literature-based writing assignments that work especially well with gifted students.

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